# **Modified Allowable Growth**

Iowa Code 257.40

Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319

January 2009

State of Iowa

Department of Education

Grimes State Office Building

400 E 14<sup>th</sup> St

Des Moines IA 50319-0146

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### Iowa Department of Education As Required by Iowa Code 257.40 Modified Allowable Growth Report January 15, 2009

## CODE CITATION: 257.40 (2) Approval of programs for returning dropouts and dropout prevention – annual report

Beginning January 15, 2007, the department shall submit an annual report to the chairpersons and ranking members of the senate and house education committees that includes the way school districts in the previous school year used modified allowable growth approved under subsection 1; identifies, by grade level, age, and district size, the students in the dropout and dropout prevention programs for which the department approves a request; describes school district progress toward increasing student achievement and attendance for the students in the programs; and describes how the school districts are using the revenues from the modified allowable growth to improve student achievement among minority subgroups.

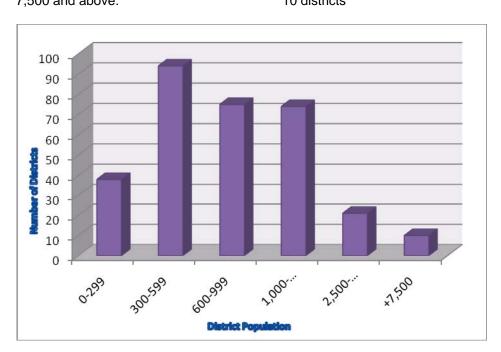
### Data for FY 2008 (2007-2008 school year)

For the 2007-2008 school year, 312 school districts applied for and were approved through the School Budget Review Committee to levy a local tax for Dropout Prevention Programs. A total of \$88,372,130.00 was utilized for a total of 116,226 identified students at-risk of dropping out of school. This is an average of \$760 spent per student in addition to other funding sources.

312 of the 364 districts applied and were approved (85.71 percent of districts)

Size of districts by student population

0 – 299:	38 districts
300 – 599:	94 districts
600 – 999:	75 districts
1,000 – 2,499:	74 districts
2,500 – 7,499:	21 districts
7.500 and above:	10 districts



Districts using the modified allowable growth for dropout prevention used this money to provide programming to increase student achievement and attendance for students involved in these programs.

Currently 165 of the 312 districts have been tracking attendance for the identified population for three years or more, 12 districts have tracked the attendance of the identified population for two years, 13 districts for one year and the remaining 122 districts state this will be their baseline year.

The 312 districts using allowable growth were focused on the following:

Academic supports at the following levels:

Elementary students: 267 districts
Middle/junior high students: 274 districts
High school students: 265 districts
Alternative school students: 140 districts

Revenues were used to support student achievement in the following ways:

Intensive career exploration

Small group reading and math instruction at supplemental and intensive levels

Before and after school tutoring

Strategy instruction (study skills, listening skills, note-taking, problem solving, decision making)

Providing personal/social supports at the following levels:

Elementary students: 251 districts
Middle/Junior high students: 256 districts
High school students: 243 districts
Alternative school students: 110 districts

Using the revenues to improve student personal and social skills in the following ways:

Advocacy and advisory programs

Alternative schools and programs, such as a "school within a school"

School based case management services and therapeutic intervention

Ninth grade transition programs

Service Learning

The three districts in which the minority population is over 50 percent are using revenues in the following ways:

- Elementary levels incorporate Tier II and Tier III interventions for reading, math and behavior (Tier II and Tier III interventions are those that are done with a targeted or small population of students). This is in addition to what is provided to all students.
- Secondary levels, which include middle school, high school and alternative settings use Second Chance Reading; English Language Learner (ELL) students receive tutorial time with Spanish-speaking instructional assistants; incorporate credit recovery, component recovery and software programs.
- Professional development focuses on Classroom Instruction that Works with ELL Students; and on-going professional development with Jane Hill of Mid-continent Research for Education and Learning and through professional learning communities.

Districts provide information in the Comprehensive School Improvement Plan regarding how the modified allowable growth will improve achievement for their at-risk students and those identified minority subgroups. At this time, data collection does not allow the Iowa Department of Education to disaggregate the collected data in a manageable way.